DOCUMENT RESUME

ED 357 589 EC 302 137

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TITLE Augmentative Communication Resources: Making It Happen! [and] Early Augmentative Communication Devices: Making It Fun/Making It Happen! Key Notes.
INSTITUTION Access Group, Atlanta, GA.
PUB DATE [92]
NOTE 14p.; Funds were provided by the Agent Orange Class Assistance Program and United Cerebral Palsy Associations, Inc.
PUB TYPE Information Analyses (070) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Advocacy; *Assistive Devices (for Disabled); Children; *Communication Aids (for Disabled); *Disabilities; Games; Home Instruction; Nonverbal Communication; Parent Role; Resources; *Technology; Young Children
IDENTIFIERS *Augmentative Communication Systems

ABSTRACT

Two brief fact sheets for families of children with disabilities provide information on: (1) advocacy and resources in augmentative communication, and (2) ways to make using augmentative communication devices fun for young children. The first fact sheet defines three types of advocacy (individual advocacy, system advocacy, and public awareness) and then presents an annotated list of advocacy resources, including print references, computer bulletin boards and networks, relevant journals and newsletters, and books and articles by persons who use augmentative communication. The second fact sheet identifies common reasons why augmentative communication devices are rejected by children and then provides 12 ideas for using the devices in games within the home. It briefly describes eight introductory devices meeting the criteria of simplicity of use, low cost, and direct selection option. Eight resource books are also listed. (DB)

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Augmentative Communication Resources: Making It Happen!

[and]

Early Augmentative Communication Devices: Making It Fun/Making It Happen!

Key Notes

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KEYNOTES

AUGMENTATIVE COMMUNICATION RESOURCES: MAKING IT HAPPEN!

Pat Cashdollar (1986) describes advocacy as "acting in support of another". Increasingly, individuals are taking charge of advocating their own needs. Advocacy in augmentative communication can take on several forms. Three forms of advocacy are described below:

•**INDIVIDUAL ADVOCACY:** Family members or professionals may advocate for services on behalf of a person using augmentative communication. An individual may engage in self-advocacy, with or without support from others. For example: parents might work to ensure that their child receives the appropriate augmentative communication device and training; or a person using augmented comunication might advocate for herself in developing the support systems necessary to enroll in a university (computer adaptations, caregivers in the dormitory). Individual advocacy often requires developing a knowledge base in a specific area, such as funding (see Hofmann, 1986). Reading articles or books written by augmented communicators may suggest advocacy strategies that have been used successfully by others. Huer and Lloyd (1988) have prepared an extensive listing of articles that reflect perspectives of persons who use augmentative communication. Also see *AAC Users Speak Out* in this Fact Sheet.

•**SYSTEM ADVOCACY:** This involves "working for more than one person for the purpose of changing a particular service delivery system to make it more responsive to the needs of individuals dependent on the system" (Cashdollar, 1986, p. 10). For example: a parent group might present to the school board a proposal to place students in a manner more responsive to individual needs; a professional organization (such as USSAAC) or consumer organization (such as Hear Our Voices) might respond to upcoming legislation by sending people to speak out at hearings or organizing a letter-writing campaign. Two excellent resources for system advocacy implications are: Fox (1987) and Shields (1987). Each of those sources may also help individuals who are working for individual advocacy.

•**PUBLIC AWARENESS:** Public education and awareness are a cornerstone of advocacy efforts. At a systems level, an uninformed public is less able to make appropriate decisions. At an individual level, persons who lack awareness will be uncomfortable in interacting with persons using augmentative communication, and may avoid them entirely or act inappropriately. The roles of self-advocacy and advocacy by professionals are very important in raising public awareness.

REFERENCES

Cashdollar, P. (1986). Advocacy: A neverending story. Communicating Together, 4(3), 9-11.

Fox, A. (1987). How to be an assertive parent in the treatment team. Participating Families, Vol 1 (2), 2-5. 1020 Lawrence Avenue West, Suite 303, Toronto, Ontario, Canada M6A 1C8. Presents 12 strategies for individual and system advocacy, intended for use by parents.

Hofmann, A. (1986). The Many Faces of Funding (3rd Edition). Phonic Ear Inc., 3880 Cypress Drive, Petaluma, CA 94954, (800) 227-0735. A loose-leaf format funding

book with monthly updates of new information or strategies.

Huer, M., and Lloyd, L. (1988). Perspectives of AAC users. Communication Outlook, 9(3), 10-18. A bibliography arranged both alphabetically and by a seven-category index (e.g., poems, parent's/family accounts, personal accounts).

Shields, C. (1987). Strategies: A practical guide for dealing with professionals and human service systems. Human Services Press, P.O. Box 421, Richmond Hill, Ontario, Canada. L4C 4Y8. A 144-page paperback organized in seven chapters, providing specific suggestions for individual and system advocacy.

GETTING ON-LINE FOR AAC! JOIN *CONFER* NOW!

Several bulletin boards help people share information about assistive technology through their personal computers. One network has been set up especially to link persons using communication augmentation, and the family members and professionals who work in the field. CONFER is a network designed to help by: 1) Permitting one-to-one correspondence via the computer (with accessibility that may not be possible in paper-and-pen communication); 2) Providing a bulletin board of information regarding augmentative communication (new equipment, used equipment, conferences); 3) Offering a forum for asking questions to be answered by any Confer participant (experiences with various devices, software to meet certain needs). For more information, contact: Liz Baer, ISAAC Secretariat, P.O. Box 1762, Station R, Toronto, Ontario, Canada, M4G 4A3 (416) 737-9308.

Source Listing for AAC Journals and Newsletters

Assistive Device News: Reports on a variety of timely AAC topics. A publication of the Central Pennsylvania Special Ed Regional Resource Center, 150 S. Progress Avenue, Harrisburg, PA, 17109 (**free**).

Assistive Technology Quarterly: Sponsored by the RESNA (Rehab Engineering Society of North America) Technical Assistance Project. Includes extensive summary information concerning recent legislation, upcoming federal policy, major federal contracts, and "Tech Act" updates. A.T. Quarterly, RESNA Technical Assistance Project, 1101 Connecticut Avenue, NW, Suite 700, Washington, DC 20036 (**free**).

Aug-Communiqué: A publication of the North Carolina Augmentative Communication Association. This topically based newsletter includes specific features such as: Parent to Parent; Software, Book, Journal, Organization, and Materials Reviews; Shop Talk (construction how-to's); Guest Articles. Quarterly/$10. Join by sending $10 to: NCACA, c/o. Candy Scharver, 13208 Quarterhorse Run, Rougement, NC 27572-9343.

Augmentative Communication News: Thematically based newsletter including specific features such as: Clinical News; Equipment; For Consumers; Governmental; and University and Research. Written by Sarah Blackstone, Ph.D., aug comm specialist and author of several well-known AAC texts. Allows reader to earn 1.2 ASHA CEU's each year! $41/bimonthly. One Surf Way, Suite #215, Monterey, CA 93940.

Augmentative and Alternative Communication Journal: This is the official journal of the International Society for Augmentative and Alternative Communication (ISAAC). It includes peer

reviewed articles of the following types: Research (single subject and group designs); Case studies; Position/issue papers; and Letters to the Editor (comments on articles published in AAC or other relevant issues). $67/quarterly. Decker Periodicals Inc. P.O. Box 785 Lewiston, NY 14092. ISAAC Member Rate is $38 (ISAAC, P.O. Box 1762, Station R, Toronto, Ontario, Canada M4G 4A3).

Augmentatively Speaking Newsletter: The concept behind this newsletter is to focus on therapeutic strategies for the AAC user. The publisher is a speech-language pathologist with 17 years of wide-ranging AAC experiences. In addition to therapy ideas, the newsletter includes articles on new devices and upgrades, case studies, freebies (free materials), consumer and care-giver articles. Regular subscriptions are $16/4 issues. Join FSAAC and receive the newsletter for $14. Write to: Augmentatively Speaking, 912 Niblick Drive, Casselberry, FL 32707. Free preview issue available.)

Closing The Gap: Newspaper-style publication including extensive information concerning assistive technology for persons with disabilities, with a focus on microcomputers. Contents include: Readers' Exchange, Publication Reviews, Ask R.J. (a column designed to help professionals implement new computer technology), and Product Reviews (hardware and software), plus articles on new developments in assistive technology. $26/bi-monthly, Closing The Gap, P.O. Box 68, Henderson, MN 56044.

Communication Outlook: Focuses on communication aids and techniques, with several major articles per issue, reviews of books, materials, and new technology, and extensive listing of coming events. Affiliate publication of ISAAC. $18/4 issues, ISAAC Rate =$15, Overseas Rate = $20. Beginning with Volume 15 (1993) rates will change to the following: $18/4 issues, ISAAC Rate = $18, Overseas Rate = $22. Communication Outlook, Subscriptions, Artificial Language Laboratory, Michigan State University, 405 Computer Center, East Lansing, MI 48824-1042.

Communicating Together: Intended to share the experiences, systems, and technology of nonspeaking people with their families, communities, and the professionals who work with them. Special attention is given to various graphic communication systems and the impact of augmentative communication upon the lives of nonspeaking people. Affiliate publication of ISAAC. $22/4 issues (ISAAC Rate = $17). Communicating Together, P.O. Box 986, Thornhill, Ontario, Canada L3T 4A5.

Exceptional Parent: Offers thought-provoking and practical information to parents of children with disabilities, with important insights to persons with disabilities, their friends, and professionals who work with them. Features include: Parents Search/Parents Respond sections, family articles on various topics, thematic issues (ex: July/August, 1992 was on Augmentative Communication!), Resource Section, Technology Section, What's Happening, and much more! $18/8 issues for individuals, $24 institutional rate. Exceptional Parent, P.O. Box

3000, Dept EP, Denville, NJ 07834.

Hear Our Voices: International organization comprised of AAC consumers (persons who use any AAC system), their immediate family members and other advocates. Primary purpose is to provide support in empowering members to effect changes in areas such as: public policy reform, funding development, and group and personal advocacy. Newsletter is specific to the needs of persons using augmentative communication. Consumer-driven organization, with both executive director and newsletter editor using communication augmentation. $10/semi-annual. Hear Our Voices, 105 West Pine Street, Wooster, OH 44691.

Innotek News: Provides practical information regarding technology innovations, particularly in the area of computers. Contents include: reviews of computer hardware and software, summary of important legislation, and creative methods. Information comes from Compuplay instructors, parents, and professionals using computers with children with disabilities and special needs. $20/quarterly. National Lekotek Center, 2100 Ridge Avenue, Evanston, IL 60201.

Keyhole Communiqué: Describes augmentative communication happenings in Florida, and provides personal stories of persons using augmented communication. Published as a service of the Communication Systems Evaluation Center, Station 904, 434 North Tampa Avenue, Orlando, FL 32805 (free).

The Communicator: This mouthpiece for the Colorado Easter Seals' Center for Adapted Technology offers much information of interest to AAC users. A strong focus is on using computers for persons with disabilities. Each issue includes articles (ex: "Early Cognitive Software for IBM Computers"), New Products, and What's Happening. Quarterly ($10). Easter Seals, 5755 W. Alameda, Lakewood, CO 80226.

The ISAAC Bulletin: Quarterly newsletter providing information exchange for members of the International Society for Augmentative and Alternative Communication (ISAAC). In it is information concerning ISAAC happenings such as: Committee Reports; Regional Conference Information: ISAAC Scholarship Forms/Information; Dates to Remember; Status Reports from Developing Countries; and ISAAC Award Forms/Information. Free with ISAAC membership, or membership in any ISAAC Chapter. ISAAC, P.O. Box 1762, Station R, Toronto, Ontario, Canada M4G 4A3.

The Networker: Quarterly newsletter published by United Cerebral Palsy Associations. It includes articles describing experiences of persons with cerebral palsy, update on current legislation, calls to action concerning upcoming legislation, and schedules of training institutes and teleconferences. United Cerebral Palsy Associations, Inc., Community Services Division, 1522 K Street, NW, Suite 1112, Washington, D.C., 20005. $12/4 issues if not a UCP Affiliate.

The USSAAC Newsletter: This is the official publication for the United States Society for Augmentative and

Alternative Communication. In addition to governmental information re: USSAAC (election information, call for papers, committee reports) this newsletter reports on information of special interest for all persons in AAC, such as: organization reports; summary of available publications; Parent Forum; News From Around the Nation; Upcoming Events; Homemade Electronic Technology; and Consumer Views. Included with USSAAC Membership ($48/4 issues). USSAAC, c/o ISAAC, P.O. Box 1762, Station R, Toronto, Ontario, Canada, M4G 4A3. For general information concerning USSAAC, contact Theresa Saldana at the USSAAC address.

ISAAC

P.O. Box 1762, Station R
Toronto, Ontario, Canada M4G 4A3
(416) 737-9308

USSAAC 17210 Oak Street
Fountain Valley, CA 92708
(714) 843-3278

Source List: Newsletters from Communication Aids Manufacturers

Current Expressions: Quarterly newsletter focusing primarily on news related to Prentke Romich products and the people using and developing those products. Also includes announcements of general interest to the field of augmentative communication. Prentke Romich Company, 1022 Heyl Road, Wooster, OH 44691 (800) 262-1984 (**free**).

Echo On: Covers primarily news related to Phonic Ear products, as well as the users and developers of those products. Also describes model programs throughout the U.S. Phonic Ear Inc., 3880 Cypress Drive, Pataluma, CA 94947, (800) 227-0735 (**free**).

The Key: Quarterly newsletter serves as the voice for Words +, Inc. Contents include the Key User section, a case study, updates on hardware and software, and Key Events, information concerning upcoming training opportunities. Words +, Inc., P.O. Box 1229, Lancaster, CA 93584 (800) 869-8521 (**free**).

NARIC Quarterly: This newsletter offers an overview of disability research and resources. A number of free publications, "resource guides, fact sheets, and project listings" are also available. Address: NARIC & Abledata Publications, 8455 Colesville Rd. Suite 935, Silver Spring, MD 20910-3319, Phone: (800) 346-2742.

Spectrum: Serves as the voice for THE CENTER FOR REHABILITATION TECHNOLOGY SERVICES. While some of the focus is on technology in the Southeast, much of the information is of general interest and each issue has "strategy" articles for making technology work. Numerous other free or low cost AAC packets are available. Quarterly, Center for Rehabilitation Technology Services, 1410 C Boston Avenue, PO Box 15, West Columbia, SC 29171 (free)

Communication Aid Manufacturers Association
1101 Connecticut Avenue, NW, Suite 700
Washington, D.C. 20036-4303
(202) 429-5130

AAC USERS SPEAK OUT!

Books and articles by persons who use augementative communication can offer insights, ideas, and motivation. Following are a few excellent resources.

Conversations With Non-Speaking People. (1984). Canadian Rehabilitation Council for the Disabled, One Yonge Street, Suite 2110, Toronto, Ontario, Canada, M5E 1E5. This book includes 15 first-person narratives by individuals from four countries who use augmentative communication.

I Raise My Eyes To Say Yes. (Ruth Sienkiewicz-Mercer and Steven Kaplan, 1989). Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts, 02108. In this first person account, Ruth, a woman with cerebral palsy, describes her childhood, years at a state institution, and transitions to community living and marriage. Her telegraphic messages are negotiated through yes/no and eye gaze with a series of communication boards, then expanded by her communication partner.

Journey Out Of Silence. (Bill Rush, 1986). Media Productions & Marketing, Inc., 2440 "O" Street, Lincoln, Nebraska, 68510. This autobiography describes the relatively sheltered childhood of Bill, a man with cerebral palsy, followed by his homebound high school study program, and on to his experiences at a major university, living in a dorm, and developing his career in journalism. This book offers numerous insights, and ideas for self-advocacy abound.

Reflections Of A Unicorn. (Rick Creech, 1991). RC Publishing, P.O. Box 3322, Greenville, NC 27836 (1-800-484-1131-pause-9242). This autobiography provides essays and poems from the perspective of a man with cerebral palsy. His persistence and self-advocacy have led to a wide range of experiences including: sharing in the development of a widely used software for communication, speaking before U.S. Senate subcommittees, completion of a masters degree, independent living, marriage, and development of a desktop publishing company.

Under The Eye Of The Clock. (Chris Nolan, 1986). Gray's Book Company, 1821 Solano Avenue, Berkely, CA 94707. This autobiographical novel describes the story of a young Irish poet. It presents an account of his childhood, which was profoundly affected by cerebral palsy.

This fact sheet was developed by Caroline Ramsey Musselwhite, CCC, SLP for THE ACCESS GROUP.

KEY NOTES are created by THE ACCESS GROUP to provide information about assistive technology to the families of Vietnam veterans who have children with disabilities. THE ACCESS GROUP is jointly funded by the Agent Orange Class Assistance Program and United Cerebral Palsy Associations, Inc. If you are a family member or a professional working with families of Vietnam veterans, THE ACCESS GROUP can serve as a resource to you in your efforts to obtain assistive technology. This publication is also available on audiotape. For more information call: 1-800-821-8580 (Voice,TDD).

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KEYNOTES

EARLY AUGMENTATIVE COMMUNICATION DEVICES: MAKING IT FUN / MAKING IT HAPPEN!

"I thought when she got the device, it would be o.k., but . . . "
"We have a really expensive device, but Ruth never uses it"
"Oh yes — I have one of those devices at home. . . . . I think the battery is dead"
" Oh, he doesn't like that thing. He cries every time I take it off the shelf"
"I just don't know where to start — I'm really overwhelmed"

Sound Familiar? These are all-too-familiar quotes from frustrated parents, special educators, and speech-language pathologists, who had hoped that *THE DEVICE* would solve most if not all communication problems.

What's Going On? There are many possible reasons for those discouraging scenarios, such as:
1) Inappropriate device (too difficult to access);
2) Poor training in operation of the device (ex: parents aren't comfortable in programming the device);
3) Minimal training in use of the device;
4) Boring vocabulary in the device (EAT, DRINK, and TOILET — is that all there is to life??);
5) Limited opportunity to use device (only during "speech therapy" or only at "Circle Time");
6) Few opportunities for modeling use of the device in real-life situations (parents, teachers, and peers should model interactive language using the device).

What Can We Do? Many interactive opportunities exist for using even the most simple of augmentative communication devices, as sampled in FUN TIMES / FUN WAYS. A number of books describe creative interaction strategies that can be used throughout the day to help students, parents, and staff "get going" in augmentative communication, as listed in HOW TO — RESOURCE BOOKS TO GET YOU GOING. A variety of early, relatively low-cost communication devices can be used to start the augmentative communication process, as described in LOW-COST INTRODUCTORY DEVICES: A SAMPLER. Good luck and have fun!

A Note of Caution: Remember, "high tech" devices are not a panacea! They will not meet all of your child's needs (they don't work too well in the bathtub!!) There will be many situations for which "light tech" approaches are best, such as using a communication notebook or miniboard, using eye gaze to make choices, or pointing to actual objects in the environment. Also a few cautions regarding funding. First, the most expensive device is NOT necessarily the best for your child. Just as bigger isn't always better, more expensive may not mean more successful. However, if a qualified team (with parents as prime members!) has determined that a more expensive device is the best match, make the extra effort to get funding — it is available with the right approach!

FUN TIMES / FUN WAYS

Below is a sampling of interactive ways to use a wide range of augmentative communication devices throughout the day, at school and at home. Notice the various approaches for children with a wide range of abilities, the types of devices that can be used, and especially the opportunities to have FUN and to CONTROL the environment.

WAKING UP: Attention-Getting: Maria, a five year-old, has a switch attached to her pillow and connected to a 30-second *loop tape*. On the tape are recorded a variety of wake-up messages (MOMMY, I'M UP!. . . YOO-HOO, I'M AWAKE . . . MOMMY, I WANT TO GET UP NOW. . . GOOD MORNING, MOMMY). Before she had this, Maria used to cry and scream until her Mom came in. She has learned to push the switch to call out one message, then wait a minute before calling again. Just like her little sister, Maria has also learned through experience not to wake up her Mom at night unless it's pretty important!

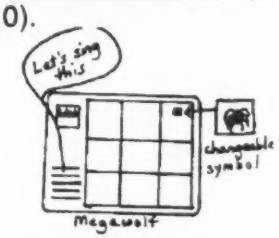
MEALTIME: Requesting More: Jason can only manage one switch right now. His is attached to *Message Mike*. His brother has recorded MORE PLEASE repeatedly on the tape, and Jason uses an On/Off switch to activate and deactivate the tape, so he can control the speed with which his father feeds him breakfast. *VARIATION:* Loop tapes or remote switch devices (*Parrot with Adaptor, Remote IntroTalker, SpeakEasy, SwitchMate)* can also be used. *RESOURCE* : Total Augmentative Communication. . ., by Linda Burkhart.

Acceptance/Rejection: Children can practice accepting and rejecting various foods at mealtime or during a "Tasting Party". During a Class Tasting Party, children can be in charge I WANT THAT VS. I DON'T WANT THAT. During mealtime, children can rate the food as YUMMY or YUKKY, using two switches, or two locations on a device. *VARIATIONS:* Particularly easy on remote switch devices, with switches plugged into two locations. *RESOURCE:* Using Computers and Speech Synthesis. . ., by Linda Burkhart.

Mealtime Script: Goossens' and Crain offer very helpful suggestions in choosing up to 36 messages for a concentrated message set, using a scripted approach (with messages that can be used by either partner to make the activity successful and fun). Messages should:
(a) Provide adequate coverage of the communication needs of the activity (ex: WANT SOME MORE PLEASE; IT'S YUCKIE; I'M DONE; GIVE ME A LOT; THE BLESSING);
(b) Be high in conversational impact (QUIT BUGGING ME; WHAT'D YOU DO TODAY?; NOT AGAIN; HOW COME?);
(c) Be generic enough to promote their repeated use within the activity (DON'T WANT TO; LET ME; THANK YOU). To illustrate, Antonio has a traditional mealtime display on his *Macaw*, with only general communication needs and requests (MORE; I'M FINISHED; I DON'T LIKE THAT), and specific nouns (FORK; SPOON; NAPKIN; DRINK; MILK; PEAS). Adults note that he rarely uses the device during mealtime. The display is changed to one that fits the suggestions listed above. Partners model use of the messages (WHAT'D YOU DO TODAY?; "Antonio, look — broccoli -- NOT AGAIN!; "It's time for dessert — WHAT'S FOR DESSERT?), then gradually fade their models and cues so that Jason is using the device for fun, interaction, and control. *VARIATION:* This script can be used on devices with multiple squares, such as: *IntroTalker; Megawolf; Message Mate*. *RESOURCE:* Utilizing Switch Interfaces. . ., by Goossens' and Crain, especially Chapter 8, "Beyond Choice Making", pp. 229-232.

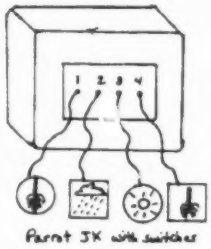
CIRCLE TIME: Choosing Activities: Alicia uses a *Megawolf* with a 9-location display. One square is programmed with the message LET'S SING THIS. Before Circle Time, Dot (a foster grandparent) helped Alicia select "Baby Bumblebee" as the song of the day, then used Velcro® to affix that symbol onto the display. During Circle Time, the teacher gives students a chance to pick a song. Alicia selects the square with the picture of the Bumblebee, and the device says "Let's sing this". Because the device was set up with a generic message (LET'S READ THIS) and a velcro spot for the symbol, Alicia had her choice of more than 15 of her favorite songs, and the teacher didn't need to spend time reprogramming the device! *VARIATIONS:* Use the same ap-

proach for choosing books (CAN WE READ THIS ONE?), toys (I WANT THIS ONE), or games (CAN WE PLAY THIS NEXT?). *RESOURCE:* Utilizing Switch Interfaces. . . by Goossens' and Crain (p. 210).

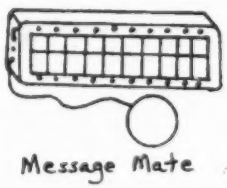


Sharing Time: Brian uses a single switch with a tape player/loop tape. When it comes time for sharing, he vocalizes to get a turn, then presses his switch to say I HAVE A SURPRISE—LOOK IN MY BAG, then eye gazes to his bag, where Mom has hidden a new battery-powered toy. *VARIATION:* Works also with *Message Mike*, with a switch attached to a remote-switch device, or with a square on the Circle Time Overlay. Specific messages can also be shared (MY DOG RAN AWAY - BUT HE CAME BACK!). *RESOURCE:* Total Augmentative Communication. . . by Linda Burkhart.

Music: The choruses to "Old MacDonald", "Wheels On The Bus", and two other class favorites were prerecorded into the four locations on Katie's *SwitchMate*. She can now sing along with any of the songs by pressing her head switch attached to the proper location (at the proper time!). Matt also uses a *SwitchMate*. He uses his to sing four choices from "Old MacDonald" (WITH A DUCK-DUCK HERE. . .), while Taylor uses his *Parrot* with switch interface to sing the four lines of "Eensy Weensy Spider". *VARIATION:* More complex songs can be placed on devices such as *SpeakEasy, Macaw, or IntroTalker* to encourage sequencing of symbols, such as THE WHEELS ON THE BUS GO / ROUND AND ROUND / ALL THROUGH THE TOWN. *RESOURCE:* Songbook. . ., by Caroline Musselwhite.

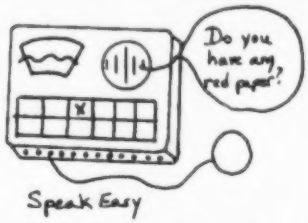


PRETEND PLAY: Switches for Sound Effects: Goossens', Crain, and Elder suggest placing thin notebook switches directly in the play environment to so that children can produce sound effects while they play. For example, David is playing with the Cabbage Patch doll. When he presses her bonnet, she cries, pressing her bib yields slurping sounds, patting her back produces a burp, and touching her diaper results in !!! The four hidden switches are attached to a remote-switch device such as *Remote IntroTalker, SpeakEasy,* or *SwitchMate. VARIATION:* In the kitchen, stove = smoke alarm, buzzer; phone = ringing; sink = water running, etc. *RESOURCE:* Engineering the Classroom. . . by Goossens', Crain, and Elder.

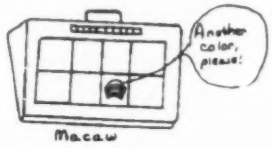


Pretend Play Scripts: Scripts can be written for a whole range of pretend play activities such as playing doctor, house, or dress-ups. For example, a miniboard for playing space explorer can be used as a display for a *MessageMate, Macaw, MegaWolf,* or *IntroTalker. RESOURCE:* See sample display in Augmentative and Alternative Communication by Beukelman and Mirenda, p. 192.

ART: Attention-Getting: Scott's class is making styrofoam/pipe cleaner spiders. When another teacher comes in the room, he presses his switch (attached to a loop tape) to say HEY LOOK! WE'RE MAKING FUNNY SPIDERS!

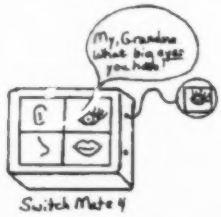


Deliver Message: Norman's teacher just ran out of paint. She quickly programs a message into his *SpeakEasy* and sends him next door to say MRS. JONES NEEDS SOME PURPLE PAINT, DO YOU HAVE ANY THAT SHE COULD BORROW? *RESOURCE:* Total Augmentative Communication. . . by Linda Burkhart.



Arts and Crafts Script: As with the mealtime script, interactive, useful, and fun messages can be chosen to direct the activity. Samples include: LOOK AT MINE; GIVE ME A LOT; THAT'S ENOUGH; NO, DON'T; HELP ME PLEASE; IT'S YUCKIE. *RESOURCE:* Utilizing Switch Interfaces. . . by Goossens' and Crain.

STORYTELLING: Repeated Lines: Nikki uses a switch plus *SwitchMate* to say the repeated lines in his favorite stories at school and at home. Samples are: *Me Too, Just For You,* and *All By Myself* by Mercer Meyer, classics such as *Three Little Pigs* and *Gingerbread Man*, and Seuss books such as *Cat In The Hat. RESOURCE:* Emergent Literacy Fun. . . by Caroline Musselwhite.



Symbol Page: Janet loves the 10 symbolized stories in the Storytime book. For each story, she uses the symbol page (included in the book) on her *MegaWolf* to read and talk about the story. *VARIATION:* Modify the 10 symbol pages for use on the *IntroTalker* or *Macaw. RESOURCE:* Storytime by Pati King-DeBaun

LOW-COST INTRODUCTORY DEVICES: A SAMPLER

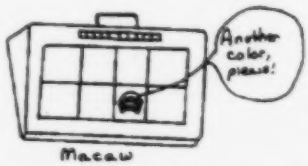
A wide range of devices are currently available. This sampling includes only devices meeting these criteria: 1) Simplicity for beginning AAC users; 2) Low cost; 3) Direct selection option. Several of these devices (*IntroTalker, Macaw, MessageMate*) offer the flexibility to be used as more advanced devices as well.

Adapted Tape Player with Loop Tape: Simple messages recorded on a continuous loop tape (phone answering machine section of Radio Shack) can be used for beginning communication. Use a tape recorder with a remote jack and a single switch (you may have to buy an adaptor at Radio Shack). For instructions, see: Total Augmentative Communication. . . by Burkhart.

IntroTalker: Membrane surface keyboard with 8-location or 32-location options, and 1 minute of high quality digitized speech (more memory available). Features include stored themes and use of Minspeak. 5 lbs. Remote Switch ($1045) and Point and Scan versions are available. $940 (more for added

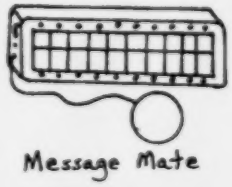
memory). Prentke Romich Co, 1022 Heyl Road, Wooster, OH 44691 (800-262-1984).

Macaw: Membrane keyboard offers 2-choice through 32-choice selection, with 1 minute high quality digitized speech. Features include multi-levels, key-linked message retrieval, and ability to copy, hide, and string messages. 2 1/2 lbs. $1150 (more for added memory or scanning version). ZYGO, Inc., P.O. Box 1008, Portland, OR 97207 (800-234-6006).



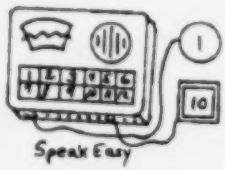
Megawolf: Membrane keyboard with 1 - 36 squares, in a variety of configurations and moderate quality synthetic speech. Features include: extensive memory, curriculum activity packages, fixed vocabulary, demonstration vocabulary, and programming aids. 4 lbs, $400 . Adamlab, Wayne Co. Schools, 33500 Van Born Road, Wayne, MI 48184 (313-467-1415).

MessageMate: Keyboard offers 20 3/4" membrane squares (40 squares available) with 20 seconds of high-quality digitized speech (more memory available). Direct selection or scanning in same device. Small and lightweight (Less than 2 lbs). $499+, depending on amount of recording time and number of keys. Words+, Inc., P.O. Box 1229, Lancaster, CA 93584 (800-869-8521).

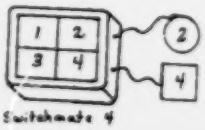


Message Mike: Pre-adapted devices with 15-second (looks like large microphone, #3014) or 30-second ("refrigerator mike" version, #3015) continuous loop tape. Highly portable and lightweight. $44.95. Crestwood Company, 6625 N. Sidney Place, Milwaukee, WI 53209 (414-352-5678).

SpeakEasy: Includes up to 12 message slots on membrane keypad, plus 12 remote switch jacks. Accesses two min. of digitized speech. Compact and under 3 lbs. $350. AbleNet, 1081 Tenth Avenue, SE, Minneapolis, MN 55414 (800-322-0956).



Switchmate 4/Voicemate 4: Each device permits recording of 4 phrases, with 4 sec. max time for each. Voicemate uses direct selection only ($325), TASH, Unit 1, 91 Station St, Ajax, Ontario, Canada, L1S 3H2 (416-686-4129).



HOW TO — RESOURCE BOOKS TO GET YOU GOING

Augmentative and Alternative Communication: Management of Severe Communication Disorders in Children and Adults, by David Beukelman and Pat Mirenda. (1992). Paul H. Brookes Publishing Company, P.O. Box 10624, Baltimore, MD 21285-0624 (800-638-3775) $48.

Emergent Literacy Fun: Merging Whole Language and Technology, by Caroline Ramsey Musselwhite. (Spring, 1993). Southeast Augmentative Communication Conference, Clinician Series, 2430 11th Avenue, North, Birmingham, AL 35234.

Engineering the Classroom Environment for Interactive Symbolic Communication — An Emphasis on the Developmental Period, 18 Months to Five Years, by Carol Goossens', Sharon Sapp Crain, and Pamela Elder (1992). Southeast Augmentative Communication Conference, Clinician Series, 2430 11th Avenue, North, Birmingham, AL 35234 ($40).

SONGBOOK: Signs and Symbols for Children, by Caroline Ramsey Musselwhite (1992). Southeast Augmentative Communication Conference, Clinician Series, 2430 11th Avenue, North, Birmingham, AL 35234 ($12).

Storytime: Stories, Symbols, and Emergent Literacy Activities for Young, Special Needs Children, by Pati King-DeBaun. Creative Communicating, 2875 Ceear Mill Crossing, Acworth, GA 30102 (404-975-8256), $24 (Songbook=$5).

Total Augmentative Communication in the Early Childhood Classroom, by Linda J. Burkhart (1993). Linda J. Burkhart, 6201 Candle Court, Eldersburg, MD 21784 (410-795-4561).

Using Computers and Speech Synthesis to Facilitate Communicative Interaction With Young and/or Severely Handicapped Children, by Linda J. Burkhart. (1987). Linda J. Burkhart, 6201 Candle Court, Eldersburg, MD 21784 (410-795-4561) $24.95.

Utilizing Switch Interfaces with Children Who Are Severely Physically Challenged, by Carol Goossens' and Sharon Sapp Crain. (1992). Pro-Ed, 8700 Shoal Creek Boulevard, Austin, TX 78758 (512-451-3246).

This Keynote fact sheet was developed by Caroline Ramsey Musselwhite, CCC SLP for THE ACCESS GROUP.

KEY NOTES are created by THE ACCESS GROUP to provide information about assistive technology to the families of Vietnam veterans who have children with disabilities. THE ACCESS GROUP is jointly funded by the Agent Orange Class Assistance Program and United Cerebral Palsy Associations, Inc. If you are a family member or a professional working with families of Vietnam veterans, THE ACCESS GROUP can serve as a resource to you in your efforts to obtain assistive technology. This publication is also available on audiotape. For more information call: 1-800-821-8580 (Voice,TDD).

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